

Facilitator's Guide

Parent
Academy



THE BARKSDALE
READING INSTITUTE



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About Parent Academy

The Barksdale Reading Institute's Parent Academy is designed to help parents of rising kindergarteners understand what “kindergarten readiness” is and to equip and empower parents to work on kindergarten readiness skills with their children at home.

Target Audience

Our audience is any stakeholder in a 3-4-year-old's educational journey. These stakeholders can be parents, grandparents, guardians, as well as individuals from organizations that may influence this journey (such as Head Start, Excel By 5, or other Pre-K programs).

This includes individuals from all walks of life and all levels of the educational and socioeconomic spectrum.

About this Facilitator's Guide

This facilitator's guide is a tool to ensure you are prepared to introduce Parent Academy and each module to your parents. It is designed to keep you focused on the purpose and learning outcomes of the course and modules.

To set you up for success, it includes a description of the modules, activities, and handouts. You can use this along with the introduction videos to prepare your parents and get them familiar with working through the self-paced online course.

Goal

The goal of this course is to ensure parents and caregivers understand what **kindergarten readiness** is, why it matters, what it looks like, and how to tell when their child is ready. This course should give parents and caregivers the tools to help their children build these essential **readiness** skills.



Purpose

- Increase the number of students on grade level at kindergarten entry
- Build the bond between parent and child
- Increase literacy in the homes of our students
- Increase communication and relationships between families and schools
- Increase parental investment in student learning
- Empower parents to be educators
- Establish a parental understanding of kindergarten readiness
- Develop early love for learning within our students

Description

This online course is designed to equip parents or any caregiver of rising kindergarteners with the knowledge to work on kindergarten readiness skills with their child before they start school.

It is a self-paced course and is broken into eight small hands-on modules. Each module will cover a few kindergarten readiness skills and provide simple hands-on activities and suggested materials that parents or caregivers can use to support their child's development and prepare them for kindergarten. The eight modules are:

Module 1: Physical Development (Gross and Fine Motor Skills)

Module 2: Personal Life Skills

Module 3: Social and Emotional Skills

Module 4: Oral Language

Module 5: Letters and Sounds

Module 6: Written Communication

Module 7: Reading

Module 8: Math

Structure and Icons

Throughout this course, you will see several icons used over and over. Let's look at them so that you can be familiar with them.

You will see the "What does it look like?" icons  at the beginning of modules or sections. It gives you a list of things that your child will be able to do when that skill is mastered.



Sometimes will see the “Supplies” icon at the beginning of an activity description. You will find the list of materials needed to complete the activity.



When you see this icon, you can click this, and I will read the text for you or give further instructions.

At the end of each module and at the end of this course, there will be a quiz. These are not graded. They are just for the participants to check their own understanding of the course material.

Preparing for Parent Academy

To prepare for Parent Academy, we suggest you familiarize yourself with the course, modules, assessments, activities, and materials.

Printing Handouts

Be sure to let your parents know that there are numerous handouts throughout this course, and they will be able to download, save, and print them. If they decide to print them out, they should be sure to select in their printer dialog box to "fit to page" so it doesn't cut the content off at the edges.

Materials and Supplies

There's lots of wonderful information and activities in this course. Some of it is provided. Those supplies will be **TEAL**. There are some things that the parents will need to purchase, and they are **RED**. If you have the funds, it would be wonderful to provide the handouts and materials for the parents.

Session Checklist

Before each session, make sure you have:

- Facilitator's Guide
- Sign-in sheets
- Pens/pencils/paper for note-taking (just in case)
- Name Tags
- Any session activities or handouts that you will use
- Refreshments (optional)
- Check technology to make sure it works
- Evaluation forms
- Door prizes (optional)



Suggestions and Tips for Implementing the Course

Ways to Implement Parent Academy

Although it is a self-paced course, we recommend that parents go through one module per month. You may want to start with an in-person session to introduce parents to the module and walk them through what to expect before giving them online access. Here are a couple of suggestions for implementation:

Hybrid Implementation 1: Parents come to a monthly in-person meeting. Facilitators present an introduction to the course and demonstrate how to navigate through the course. Then each month, they introduce a new module, discuss and demonstrate activities, and parents complete the online module on their own. This would continue, and the facilitator would introduce a new module each month.

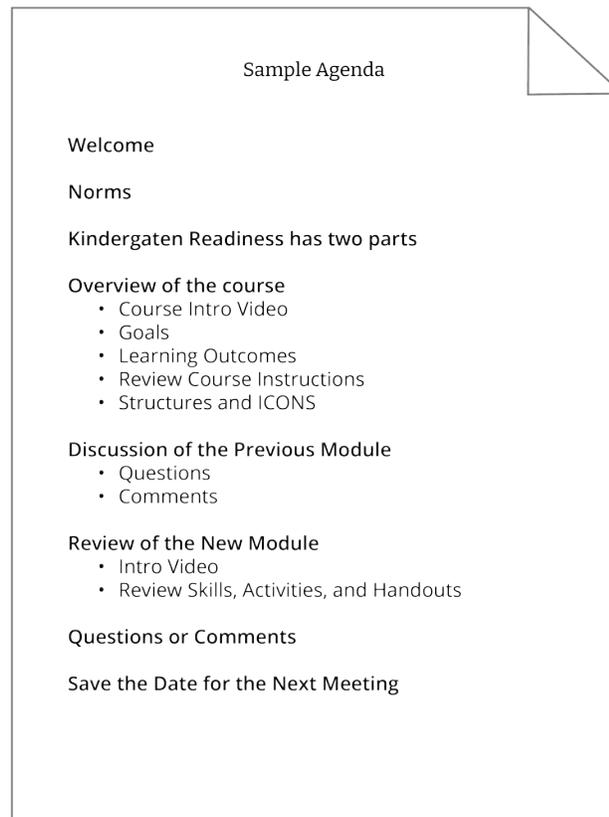
Hybrid Implementation 2: Parents come to an in-person meeting. At the first meeting, the facilitator will walk through the course introduction and demonstrate how to navigate through the course. The facilitator would introduce a module and an assigned section and activities for the week at this or another meeting. Parents would complete their online assignments on their own and return the following week for a discussion. Each month, the facilitator will introduce a new module, discuss and demonstrate activities, and allow parents to complete the online assignment on their own. This would continue until all modules are complete.

Hybrid Implementation 3: Parents attend an in-person meeting. At the first meeting, the facilitator will walk through the course introduction and demonstrate how to navigate through the course. The facilitator would introduce a module and an assigned section and activities for the week at this or another meeting. This cohort of parents would complete their online assignments on their own and return the following week for a discussion. These discussions could happen via zoom, a Facebook group, or a discussion board. Each month, the facilitator will introduce a new module, discuss and demonstrate activities, and allow parents to complete the online assignment on their own. This would continue until all modules are complete.



Stand Alone: The facilitator would provide a one-time course introduction and demonstrate how to navigate through the course. Parents would complete the course on their own at their own pace.

Sample Agenda



Sample timelines for implementation

- Accelerated pace - a parent could complete all of the modules in two weeks and continue to practice the activities from all of the modules over and over
- Average pace - parents would complete one module per month and continue to practice the activities over and over
- Slowest pace - a parent would complete a module and continue to practice the activities until their child is ready to move to something new



Incentives

Parent involvement and support in the life and development of a child lead to successful students and stronger schools. Because parents are busy, sometimes, giving incentives may help to get more parents involved. For example, if I am a working parent, I may need to choose between making dinner and coming to a meeting. A lot of the time, I will choose dinner. But if I can bring my child to the meeting and there will be a meal, I will be more inclined to attend.

Here are some suggestions you may use:

- Gift cards for food or gas
- Door Prizes like household products—laundry detergent, dish soap, etc.
- Free Materials—providing the handouts (or even laminated copies of cards) from modules or
- Free books
- Babysitting Services, homework help, or tutoring during the meeting time
- Food—pizza or pasta supper for families
- Public Praise & Recognition— shoutouts on school social media pages and website, yard signs, posters, or flyers in the hallways

Additional Tips

- Always supervise your child and always use safety scissors designed for children. These scissors have rounded or blunt tips.
- Explain that scissors are used for cutting paper only (not clothing, hair, or books).
- Teach them that scissors are sharp and that they should always sit while using scissors and never run.
- Store scissors with blades down and out of reach when they are not being used.



Course Introduction

Learning Outcomes

Learning outcomes are important because they let participants know what they can expect to know or be able to do by the end of the course. Encourage participants to read over the learning outcomes below and at the start of each module in this course. There will be a quiz at the end of each module and at the end of this course. These are not graded. They are just for the parents to check their own understanding of the course material.

By the end of this course, learners will be able to:

- Recognize that you can easily integrate kindergarten readiness activities into your daily routine.
- Understand the importance of repetition for the mastery of kindergarten readiness skills.
- Understand the importance of adult-child interactions in kindergarten readiness activities.
- Recognize that all children develop at different paces.
- Identify resources to ask questions and seek support if you are concerned about your child's development.
- Understand that early literacy skills begin to develop before their child starts school, and parents are a child's first teachers.





Module 1: Physical Development

This module covers a child's physical development. Physical skills can be categorized into two main groups: gross motor and fine motor. Both work together to help you perform basic everyday functions that we sometimes take for granted.

Learning Outcomes

At the end of this module, the learner will be able to:

identify three activities they can do with their child that will improve fine and gross motor skills.

differentiate between fine motor skills and gross motor skills.

understand the importance of practice and repetition in improving gross and fine motor skills.

Gross Motor Skills

Gross motor skills are those skills that involve big movements and coordination of the arms, legs, and other large body parts.

Activities and supplies

Have supplies on hand to demonstrate the activities. Have parents practice during the session to ensure they know what they need and how the practice at home should look.

Gross motor activities and materials

(Remember, **red** means that parents will need to get these materials. They are not provided with the course.)

Bubble Smash

- **A container of bubbles**

Hopscotch

- **Sidewalk chalk (outdoors)** or
- **Painter's Tape (indoors)**



Throw and Catch

- **Beanbag or soft object to throw**

Animal Walk

- **Animal Walk Handout**

Fine motor skills

Fine motor skills refer to the ability to control the small movements of the hands and fingers and the small muscles of the face and mouth (tongue).

Fine motor activities and materials

(Remember, **red** means that parents will need to get these materials. They are not provided with the course.)

Tracing with pencils

- **Pencil or crayon**
- **Printed tracing handout below**, or **parent-created handout**

Cutting

- **Child safety scissors**
- **Printed handout** or **parent-created handout**

Stringing Beads

- **Beads or macaroni pasta (any pasta with holes)**
- **String, yarn, or pipe cleaners**

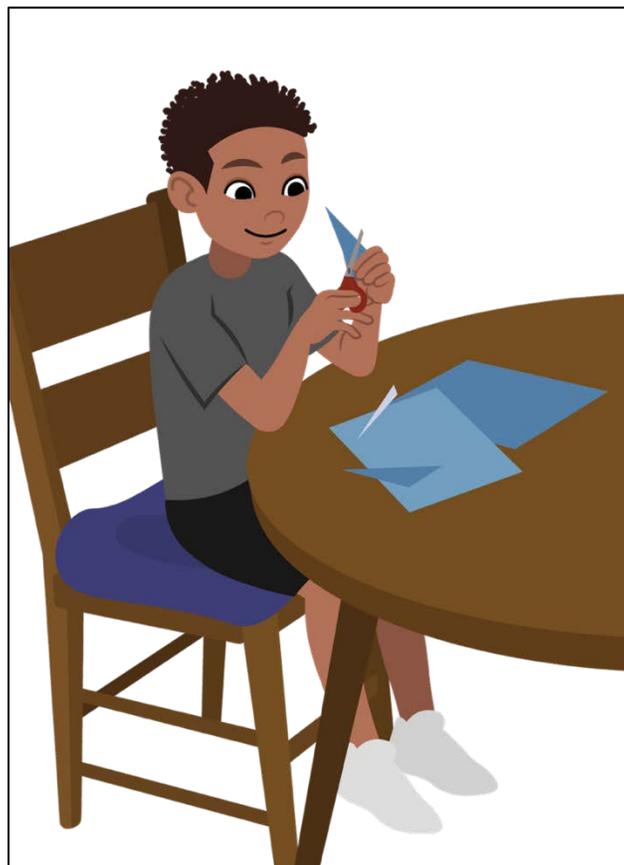
Discussion Guide for Module 1

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 1?
2. What did your child enjoy most in Module 1?
3. Was there something you learned that really got your attention?
4. Name some activities you can do to improve gross motor skills?
5. Name some activities you can do to improve fine motor skills?
6. What are two important things needed to improve gross and fine motor skills?
7. Read the activity from the slide. Ask parents to decide if it is a gross motor activity or a fine motor activity. Ask them to stand if it is a gross motor activity and remain seated if it is a fine motor activity.
 - Throw and catch—**gross**
 - Animal walk—**gross**
 - Cutting paper—**fine**



- Tracing lines—**fine**
 - Hopscotch—**gross**
 - Stringing beads—**fine**
8. Read a statement. Ask your parents to decide if it is an appropriate safety measure to use when working with their child. Tell them to show you a thumbs up if it is an appropriate safety measure, or show you a thumbs down, if it is not an appropriate safety measure.
- Teach your child the proper way to use scissors and give them paper to practice in their room.
 - **Supervise your child when doing activities that have small objects that could be a choking hazard.**
 - **Buy safety scissors with blunt edges designed for children and teach them how to use them properly.**
 - Allow your child to practice cutting paper with dotted lines while you cook dinner.
 - It is okay for your child to practice cutting activities with a friend from school as long as they have been taught how to use scissors.
9. Is there anything about the module that you would like to discuss further or want more information on?





Module 2: Personal Life Skills

As parents, we all want our children to become independent. This module shares ways to build those personal life skills that lead to our being more responsible and independent. When we say life skills, we are referring to the skills we use to manage our daily activities.

Learning Outcomes

By the end of this module, learners will be able to:

- understand the importance of teaching their child how to do **developmentally appropriate self-care skills** for themselves
- create a plan to teach one or two skills a week to help their child become more independent
- understand the importance of a routine and create a schedule to use with their child
- correctly order the steps in a good handwashing routine
- understand the importance of practice and repetition in improving personal life skills.

Activities and Supplies

Have supplies on hand to demonstrate the activities. Have parents practice during the session to ensure they know what they need and how the practice at home should look.

(Remember, **red** means that parents will need to get these materials. They are not provided with the course.)

A Life Skills Checklist

- **Printed Handout**

A Routine/Schedule Board

- **Print out the schedule cards below**
- **Posterboard**
- **Velcro dots or strips you can cut**
- **Colored markers**
- **Safety Scissors**



Handwashing

- **Handwashing Handout**
- Ella's Hand Washing Adventure—free app
- Handwashing Song

Discussion Guide for Module 2

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 2?
2. What did your child enjoy most in Module 2?
3. Was there something you learned that really got your attention?
4. What are some developmentally appropriate skills that your child needs to be kindergarten ready? Or you may give some from the checklist and some not from the checklist and have parents give a thumbs up or thumbs down.
5. Share how they used the checklist and planning template.
6. **True** or False: Creating routines is important to your child's development.
7. Make cards showing the steps of the handwashing routine. Have volunteers put the cards in the correct order.
8. What are two things that are important in improving personal life skills?
9. Is there anything about the module that you would like to discuss further or want more information on?





Module 3: Social and Emotional Skills

Social and emotional development starts early. Young children develop their emotional skills in their first five years of life. Social and emotional development, however, involves more than just regulating emotions. It also includes taking turns, following routines, and getting along with classmates and others. This module will help parents work on these skills with their children at home.

Learning Outcomes

By the end of this module, learners will be able to:

- Will be able to understand how healthy social-emotional (emotional behaviors in social settings) development supports academic success
- Identify healthy social-emotional skills in their children
- Will be able to identify ways to help their child identify, name, and manage their social-emotional behavior
- Will be able to understand the importance of practice and repetition in improving social-emotional skills.

Activities and Supplies

Have supplies on hand to demonstrate the activities. Have parents practice during the session to ensure they know what they need and how the practice at home should look.

(Remember, **red** means that parents will need to get these materials. They are not provided with the course.)

Social and Emotional Checklist

- **Social and Emotional Skills Handouts**

Emotional Literacy Language

- **How are you feeling today? (handout)**

Managing Emotions

- **Handouts**

Managing Emotions in Social Situations

- **Social Situation Handouts**

Rules

- **House Rules Poster**



- **Paper or Posterboard**
- **Colored markers**

Discussion Guide for Module 3

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 3?
2. What did your child enjoy most in Module 3?
3. What should a person NOT do when they are angry? Have a list available if parents don't come up with answers. You can ask for a thumbs up or thumbs down with the following:
 - Calm down, take deep breaths, walk away
 - Talk about their feelings and read a book
 - **Hurt self, hurt property, hurt others**
4. What are some healthy social-emotional skills for children at this age? Have a list available if parents don't come up with answers. You can ask for a thumbs up or thumbs down with the following:
 - Kicks, screams, and hits others
 - **Use appropriate words to express emotions**
 - **Self-regulates when experiencing negative emotions**
 - Hit on the table with a fist
 - **Shares, take turns and works cooperatively with others**
 - Remains silent and do not talk about your feelings
5. What are some things that you can do to help your child identify and name how they are feeling? Have a list available if parents don't come up with answers. You can ask for a thumbs up or thumbs down with the following:
 - Ignore tantrums until your child is tired
 - **Use a feelings chart to help your child practice to identify their feelings**
 - When your child is angry, let them watch TV until they cool off
 - **Talk about and describe your own feelings**
6. Complete the following sentence: Rules work best _____ when
 - there are consequences for breaking them.
 - **there is consistency and follow-through.**
 - there are lots of rules to follow.
 - children make their own rules.
7. **True** or False? Positive social-emotional skills set children up for academic success and healthy social interactions for the rest of their lives.
8. Is there anything about the module that you would like to discuss further or want more information on?



Module 4: Oral Language

Oral Language is the term used for all **verbalized language** and is a part of everyday life!

Children who enter school with limited oral language and vocabulary knowledge are behind their peers with rich vocabulary. **Having a solid foundation in oral language will help them become successful readers and strong communicators.**

The activities we share with you in this module are designed for you to do WITH your child and will support your child’s oral language development. **Talking to and with children is essential to building vocabulary and background knowledge that will be essential in learning to read.**

Learning Outcomes

By the end of this module, learners will be able to:

- Understand what is meant by the term “oral language.”
- Relate the impacts of their child’s strong oral language skills on academic success.
- Identify strategies and activities to support the developing children and be able to identify ways to help their child learn to follow them.

Skills, Activities, and Supplies

Have supplies on hand to demonstrate the activities. Have parents practice during the session to ensure they know what they need and how the practice at home should look.

(Remember, **red** means that parents will need to get these materials. They are not provided with the course.)

Uses phrases and sentences to communicate needs and thoughts and describe events.

- **Conversation Starter Handout**



- **Interest Survey Handout**
- Serve-and-Return Video
- Talking Stick Video and Supplies
 - **A wooden dowel or a dry, bug-free stick or twig**
 - **Items to decorate your talking stick**
 - **Thick, tacky glue**
 - **Safety Scissors**

Understands and follows multi-step directions

- **Tips for Helping Children Learn to Follow Directions Handout**
- **Fun Ways to Practice Following Directions Handout**
- **Interactive Sheets**

Understands descriptive vocabulary related to position, direction, size, and comparison (ex: big/little, like/different, top/bottom, first/last).

- The Cup Game
 - **Handout**
 - **Red Solo Cup**
 - **Small object, like an eraser**

Comparing and Contrasting Cards

- **Handouts with cards**
- **Scissors**

Identifies objects (or pictures of objects) by name

- **Interactive Sheets**
- **Body Awareness Exercise Handout**
- I Spy
 - Video
 - I Spy-Video Recap

Asks and answers questions

- Asking Open-Ended Questions
 - **Handout—Open-Ended vs Closed-Ended Handout**
 - **Handout—Open-Ended Questions to Make Your Child Think**

Handout—Question Words Cards

Discussion Guide for Module 4

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 4?
2. What did your child enjoy most in Module 4?
3. Was there something you learned that really got your attention?



4. Which three sentences are true about oral language? Thumbs up if the statement is true, and thumbs down if it is not true.
 - Children who enter school with limited oral language usually catch up with their peers in the first month of school.
 - **Oral Language is the term used for all verbalized language.**
 - **Children’s brains are wired to learn language naturally through observing it, hearing it, and having it modeled for them.**
 - An average 4-year-old usually knows about 800 words
 - **Oral language lays the foundation for the reading and writing skills children will need when they enter school.**
5. **True** or False: Thumbs up if the statement is true, and thumbs down if it is not true.

Having a solid foundation in oral language will help them become successful readers and strong communicators.
6. Which two are strategies that support oral language development? Thumbs up if the statement supports oral language development, and thumbs down if it does not.
 - Timing your child to see how fast they can talk
 - **Helping your child understand descriptive vocabulary related to position, direction, size, and comparison**
 - **Allowing your child to ask and answer questions**
 - Helping your child to identify objects at home by name and allowing the teacher to help them with classroom and school objects.
7. Which three activities will support the development of oral language? Thumbs up if the statement supports oral language development, and thumbs down if it does not.
 - **Talking to your child**
 - **Using the talking stick**
 - **Conversation starters**
 - Putting beads on a pipe cleaner
 - Making a house rule poster
8. True or **False**. Thumbs up if the statement is true, and thumbs down if it is not true.

When giving directions to your child, think about the multiple steps and recite them as fast as you can.
9. Is there anything about the module that you would like to discuss further or want more information on?



Module 5: Letters and Sounds

This module focuses on recognizing letters and developing your child's **alphabet knowledge**.

Alphabet Knowledge is the ability to name, recognize shapes, write, and identify the sounds of the alphabet and is recognized as the strongest, most durable predictor of later academic success.

As parents, we can support this alphabet knowledge at home by helping our children become comfortable with letters.

Learning Outcomes

By the end of this module, learners will be able to:

- Understand the importance of alphabet knowledge in their child's later success in literacy.
- Identify strategies to support their child's growth in alphabet knowledge.

Skills, Activities, and Supplies

Have supplies on hand to demonstrate the activities. Have parents practice during the session to ensure they know what they need and how the practice at home should look.

(Remember, **red** means that parents will need to get these materials. They are not provided with the course.)

Recognizes their own name in print and can write their first name

- Letters In My Name Sort
 - **Letters in My Name Handout**
 - **Safety scissors**
- Name Puzzle
 - **Paper or Sentence Strips Handout**
 - **Markers**
 - **Safety scissor**
 - **Bag/envelope to store**



- Rainbow Trace
 - **Paper or Sentence Strips Handout**
 - **Markers**
 - **Crayons**

SKILL: Can work with and manipulate letter sounds

- Singing Alphabet Rhymes
 - **handouts**
- Identifying Pairs of Rhyming Words
 - **Handout—Thumbs Up, Thumbs Down**
 - **Handout—Rhyme Matching**
- Rhyme Matching with Clip Cards
 - **Handout—Body Part Rhyme**
- Counting and Clapping Syllables
 - **handouts**

Knowing the name for most of the letters of the alphabet and some letter sounds

- Alphabet Flash Cards
 - **Alphabet Flashcards**
 - **Safety scissors**
- Alphabet Hide and Seek
 - **Alphabet Flashcards (above)**
 - **Alphabet Hide and Seek Tracing Handout**
 - **Safety scissors**
 - **Clipboard for tracing sheets**
 - **A writing tool—pencil or crayon**
- Play-doh® Mats
 - **Play-Doh®**
 - **Play-Doh® mats**
- What Sound Does It Start With?
 - **Handout—What Sound Does It Start With?**
 - **Crayon or pencil**
- Letter Sound Cards and Articulation Video
 - **Letter Sound Cards**
 - **Safety Scissors**
 - **Device to play video**



Knowing the Difference Between Uppercase Letters, Lowercase Letters, and Numbers

- Alphabet Clip Cards
 - **Alphabet clip cards**
 - **Safety scissors**
 - **Clothespin or paper clip**
- Sorting Mat
 - **Old magazines, flyers, newspapers, church bulletins, or junk mail**
 - **Sorting Mat Handout**
 - **Safety scissors**
 - **Glue**

Discussion Guide for Module 5

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 5?
2. What did your child enjoy most in Module 5?
3. Was there something you learned that really got your attention?
4. True or **False**? Learning to read before kindergarten is recognized as the strongest, most durable predictor of later academic success.
5. Thumbs up if the statement is a skill to help develop alphabet knowledge, and thumbs down if it is not true.
 - **Recognize their own name in print**
 - Count to 100
 - **Know the name for most of the letters of the alphabet**
 - **Know the difference between uppercase letters, lowercase letters, and numbers**
 - Being able to write three complete sentences
6. Thumbs up if the statement is an activity to help develop alphabet knowledge, and thumbs down if it is not true.
 - **Name puzzle**
 - **Rainbow writing their name**
 - Coloring a picture of an apple
 - Cutting dotted lines
7. **True** or False? By reciting nursery rhymes, you are boosting your child's language and literacy skills.
8. True or **False**. Practice and repetition are not essential to increasing alphabet knowledge.
9. Is there anything about the module that you would like to discuss further or want more information on?



Module 6: Written Communication

Writing is a great way for children to express themselves, even at this young age. They will start with scribbling, but before you know it, they will be writing. They watch adults and older siblings in their life write, and they want to try it, too. So, keep lots of paper, markers, pencils, and crayons available at home for your child to write.

This module will cover the different stages of writing development, provide strategies to support your child in building writing skills, and provide tools, techniques, and activities that you can use at home to prepare your child for kindergarten and to become a lifelong writer.

Learning Outcomes

By the end of this module, learners will be able to:

- Order the different stages of writing development.
- Understand strategies to support their child in building skills for writing words and phrases.
- Identify tools and techniques for assisting their child in recalling important information and making connections when writing.

Skills, Activities, and Supplies

Stages of Writing

- **Stages of Writing Handout**
- NAEYC Article: Promoting Preschoolers' Emergent Writing

Writing Tools

We know that pencil and paper are used for writing. This module introduces other things that can be used as writing tools for young children.

- Painting with Chalk
- Magnetic Letters in a Bag
- Bath Time Writing

Draws Recognizable Pictures to Express Ideas

- Journal Writing
 - **A journal**
 - **Writing tool**



“What Will I Write About?”

- **Handout**

Dictation

Shared Writing

Discussion Guide for Module 6

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 6?
2. What did your child enjoy most in Module 6?
3. Was there something you learned that really got your attention?
4. You can have the stages written on cards and have a group of parents work together to order the stages of writing development correctly. Or you could show the stage, and parents show the stage by holding up their fingers. For example, if it is stage 2, parents will hold up two fingers.

5. Can this item be used as a writing tool?

Thumbs up if it can, and thumbs down if it cannot.

- **Sidewalk chalk**
- Spoon
- **Crayons**
- **Paintbrush**
- Stapler

6. Can this activity be done with your child to improve their writing skills?

Thumbs up if it can, and thumbs down if it cannot.

- **Journal writing**
- Correct handwashing
- Learning to tie their shoes
- **Dictation**
- **Shared writing**

7. Which two statements are **true** about the connection between drawing and writing? Thumbs up for true, and thumbs down for not true (or you could have parents stand for true to mix it up).

- Drawing will make a child become a great artist one day.
- **Drawing is a precursor to writing, and it demonstrates that we communicate through the marks we make on a page.**



- You can also use crayons, small pencils, sidewalk chalk, and a paintbrush to draw.
 - **Drawing supports learning to write and learning to write supports learning to read.**
8. Is there anything about the module that you would like to discuss further or want more information on?





Module 7: Reading

Module 7 focuses on building pre-reading and reading skills needed for life-long reading success. It will help you understand how familiar signs and logos can support your child's transition to reading. It covers **print awareness** activities that support your child's literacy foundation growth. There are tools and techniques for assisting your child in **recalling important information** and **making connections when reading**. When you complete this module, you will have an understanding of what is DEVELOPMENTALLY appropriate for your four-year-old.

Learning Outcomes

By the end of this module, learners will be able to:

- Understand that using **environmental print** (familiar signs, words, and logos) can support their child's transition to the print used in school.
- Identify **print awareness** activities to support their child's literacy foundation growth.
- Identify tools and techniques for assisting their child in **recalling important information** and **making connections when reading**.
- Identify strategies to support their child's growth in **learning words and phrases**.
-

Skills, Activities, and Supplies

Recognizes Environmental Print

- I Spy
- Environmental Print Poster
 - **Handouts**

Print Awareness: Understanding How Print Works

- Parts of a Book
 - **Handout—Talking About Books**



Recalling Important Information and Making Connections when Reading

- Retell a Story
 - **Handout—Ways to Retell a Story**
- Book Talk Questions
 - **Handout—Book Talk Questions**
 - **Bookmarks—Book Talk**
 - **Story Maps**
 - **Handouts—Graphic Organizers**

Beginning to Learn Some Words and Phrases

- High-Frequency Words/Sight Words
 - **Handouts**
- Repetitive Storybooks
 - **Handouts—Repetitive Storybooks**

Discussion Guide for Module 7

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 7?
2. What did your child enjoy most in Module 7?
3. Was there something you learned that really got your attention?
4. Which statements are true about environmental print? Thumbs up for true, and thumbs down for not true (or you could have parents stand for true to mix it up).
 - **Recognizing environmental print is an essential kindergarten readiness skill**
 - Playing with environmental print can be very time-consuming
 - **Environmental print helps bridge the connection between letters and the first efforts to read.**
 - **Environmental print is print that we see in everyday life on signs, labels, logos, street signs, and candy wrappers**
 - Environmental print is very hard to find
5. Is this a print awareness activity to support their child's literacy foundation growth? Thumbs up for yes, and thumbs down for no.
 - **Knowing how to hold a book, open it, turn pages, etc.**
 - **Knowing the parts of a book (cover, spine, pages, etc.)**
 - Knowing the steps to wash their hands properly
 - **Knowing the difference between letters, words, sentences**
 - Knowing how to write from 1 to 100



6. Is this a tool or technique for assisting your child in recalling important information and making connections when reading? Thumbs up for yes, and thumbs down for no (or you could have parents stand for true to mix it up).
 - **story maps and graphic organizers**
 - alphabet flashcards
 - **Ask questions while reading**
 - **Use puppets and other props to retell stories**
 - Body Part Rhyme
7. Is this a skill you can practice when your child is ready to begin to learn some words and phrases? Thumbs up for yes, and thumbs down for no (or you could have parents stand for true to mix it up).
 - **recognizing a few short words (words like: I, me, and a few others)**
 - learning to set the dinner table
 - learning to open condiment packages
 - **recognizing patterned words and phrases in well-known books**
 - **reading some words and phrases in their environment**
 - Knowing how to write from 1 to 100
8. Is there anything about the module that you would like to discuss further or want more information on?





Module 8: Math

Research says preschool children’s knowledge of mathematics predicts their later school success into elementary and even high school. This module includes skills and activities your child needs to be "ready for kindergarten and how you can support your child's mathematical development at home. When you complete this module, you will understand what is DEVELOPMENTALLY appropriate for a four and five-year-old.

Learning Outcomes

By the end of this module, learners will be able to:

- Understand what is meant by the term “number sense.”
- Understand the importance of a well-developed number sense in their child’s later success in school.
- Identify strategies for developing their child's understanding of “one-to-one correspondence.”
- Identify strategies to support their child’s mathematical growth.

Skills, Activities, and Supplies

Understands that objects each represent “one thing” and can count 5 objects

- Muffin Tin Counting
 - **Muffin tin**
 - **Markers**
 - **Small objects for counting, such as dry peas or beans**
 - **Sticky dots (optional)**
- Cookie Jar Counting
 - **Cookie jar handouts**
 - **Play-Doh™ to make “cookies”**
 - **Cookie Crisp cereal or mini cookies (optional)**
- Number Flashcards
 - **Handouts**
 - **Safety Scissors**





Counts out loud to 10 and can write numbers to 10

- Bean Bag Toss
 - **A small bean bag or any small soft object**
- Number Writing Practice
 - **Number Writing Practice Handouts**
 - **A Writing tool-pencil, crayon, etc.**

Understands "more", "less", "adding to" and "taking away"

- More, Less, or the Same
 - **Dot cards**
 - **Counting frame**
 - **Small counting objects**
- Chocolate Kisses Math
 - **Handouts**
 - **Chocolate kisses candy (or small counting objects)**

Knows at least 3 shapes and colors and can sort objects accordingly

- I Spy Shapes
- Shape Memory Match
 - **Shape Memory Cards**
 - **Safety scissors**
- Goldfish® Cracker Sort
 - **Rainbow Goldfish® crackers**
 - **Goldfish® Cracker handout**
- Goldfish® Cracker Count
 - **Rainbow Goldfish® crackers**
 - **Goldfish® Cracker handout**

Recognizing Patterns

- Gummy Bear Patterns
 - **Bear Pattern Handout**
 - **Gummy Bears**
- Goldfish® Patterns
 - **Fish pattern handouts**
 - **Rainbow Goldfish® crackers**
 - **Crayons or coloring pencils to color if no crackers are available**



Discussion Guide for Module 8

Ask parents/participants the following questions. **Bolded** words represent the correct answers.

1. What did you enjoy most in Module 8?
2. What did your child enjoy most in Module 8?
3. Was there something you learned that really got your attention?
4. Fill in the blank: _____ means that children understand the concept of numbers, that numbers represent quantities, numbers have names, and numbers have relationships with other numbers. (You may give the following choices if no one comes up with the answer.)
 - Rote Counting
 - One-to-one Correspondence
 - Number Sense
 - Shape Memory
 - Environmental Numbers
5. **True** or false? Thumbs up for true, and thumbs down for false. Preschool children's knowledge of mathematics does not predict their later school success in elementary and even high school.
6. What are skills for developing your child's understanding of "one-to-one correspondence"? Thumbs up for yes, and thumbs down for no.
 - **Understanding that within a set of objects, each represents "one thing".**
 - Being able to read number words from a list
 - **Knowing that a set of items is made of individual objects**
 - Counting orally to 100
 - **Understand that when they count objects, each number corresponds to a quantity or a number of things**
7. Which of the following can support a child's mathematical growth? Thumbs up for yes, and thumbs down for no.
 - **Recognize that a set of items is made of individual objects**
 - Can sing the entire alphabet song in order
 - **Count out loud from 1-10 in order**
 - **Recognize numbers in the environment**
 - Can retell the beginning, middle and ending of a story
 - **Understands "more", "less", "adding to" and "taking away"**
8. **True** or false? Thumbs up for true, and thumbs down for false. Knowing at least three shapes and colors and being able to sort them accordingly is an essential kindergarten readiness skill.
9. Is there anything about the module that you would like to discuss further or want more information on?



Suggested Culmination Activities

After your parents complete the course, celebrate this accomplishment in some way. This is also a great incentive and recruitment tool for future sessions or cohorts.

1. Have a celebration/dinner and award certificates to the parents that completed the entire course. You can take pictures and post them on your website or social media platforms (with permission).
2. Provide a nice incentive to all parents who complete the course. It can be given to all parents or put their names in the raffle. You can ask for donations from local businesses for gifts to give. This gift can be anything like building blocks, board games, activity kits, or a set of books. Choose toys that will keep a 3 or 4-year old engaged and continue to work on fine motor, gross motor, and other skills. Make sure the prize that you choose poses no risk of choking or injuries.
3. You can give parents tee shirts or yard signs that say, "I completed Parent Academy at ***insert the name of your organization***"





About the Barksdale Reading Institute



THE BARKSDALE
READING INSTITUTE

The Barksdale Reading Institute worked to improve the overall quality of public education in Mississippi through strategic literacy initiatives and professional development for teachers and administrators.

BRI was founded in 2000 by Jim and Sally Barksdale, who, after researching the state of education in America, became convinced that reading is the most fundamental skill that every child must master to become successful. The Barksdales' \$100 million-dollar donation established the Barksdale Reading Institute and funded the Mississippi Principal Corps, a program that trained and developed highly-effective school administrators throughout the state. The Barksdales' generosity enabled BRI to partner with public schools, public universities, and the state department of education to dramatically improve the quality of reading education in Mississippi's schools.